

ESL/Newcomer: Grades 6-12



Note to Students and Families: If you need translation support, the learning guides can be translated using a phone!

How to Translate sections of the Learning Guides:

1. Download the Google Translate app
2. Tap "Camera"
3. Point your camera at the text you want to translate
4. Tap "Scan"
5. Tap "Select all"

How to Use This Learning Guide:

This learning guide contains 10 lessons. Each lesson is made up of several sections. Here is how you should move through the sections:

- **First**, there is a section called "**What Students are Learning**" that says what you are learning and what you will be doing. It includes information about the standards that are connected to the lesson.
- **Second**, there is a section called "**Online Resources for Students**" that has websites that you can visit for additional information. This section is *optional*.
- **Third**, there is a section called "**Background and Context**" that gives you more information about the author (writer) or the topic (what you read about).
- **Fourth**, there is a section called "**Supports for Learning**" that helps you to understand the lesson better.
- **Fifth**, you will do activities to prepare to read the **text/story**. Then, you will read the **texts/stories**.
- **Finally**, there is a section called "**Tic-Tac-Toe Choice Board**." This tells you what work to complete.
 - The directions say that you should complete at least 2 activities from each row.
 - You should pick activities that you think are interesting and help you show what you have learned from the texts/stories.

What you are Learning:

Essential Questions:**How are names connected to identity and heritage? How do we show respect for a name?**

Lessons 1 - 3: You will read **data / charts** with names for different ethnic groups to summarize and analyze information. Then, you will read an **essay** that presents more information on names and summarize and respond to what you learned. You will think about the connection of names and naming to identity and relationships.

Lessons 4 - 6: You will read a **memoir** - *Names / Nombres*. The author is Julia Alvarez, a Dominican-American writer. You will read about her experience returning to the United States when she was 10 years old. Alvarez shares about her experience in school and her name. You will think about your experience in school regarding your name and the importance of a name.

You will also read the **memoir** *Hello, My Name is* _____. The author is Jason Kim, a Korean-American immigrant writer of plays and movie / TV scripts. You will read about his experience moving to the U.S. and going to school. You will think about how his feelings about his language and culture change over time.

Lessons 7 - 9: You will read a **poem** - *Names*. The poet is Teresa Mei Chue, a Vietnamese-American immigrant. She published her first book of poems in 2012. You will read about her relationship with her many names - Vietnamese, Chinese, and North American.

You will read a **poem** - *Blood*. The poet is Naomi Shihab Nye, an Arab-American with a Palestinian father and a U.S.-born mother. She writes poems, short stories and novels. You will read about her relationship with her father, their family name, and understanding her true identity.

Lesson 10: Quotes on Names: You will read 3 **quotes** on names. You will agree or disagree with the quotes. You will write an original sentence about names, identity, culture or heritage in your first language and/or English.. You will explain what it means.

Standards Work for the Unit:

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

Analyze how words and phrases shape meaning and tone in texts.

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

Background and Context:

Lessons 1 - 3: The focus of Lessons 1 -3 is on popular names and how children are given names. You will think about your names, your friends' and family members' names. Are names a gift? What do we learn about ourselves and others from our names?

Lessons 4- 6: The focus of Lessons 4 - 6 is on two people's experiences with immigrating to the United States. Both authors share what happened in school and with their families. Both authors reflect on their names and language. How is their name and our language welcomed or not welcomed at school? In their new community in the U.S.

Lessons 7 - 9: The focus on Lesson 7 - 9 is on understanding names, heritage and identity. Both poets share their struggle with how people understand their name(s). How do we understand our names? How do other people understand our names? How do our names help us be true to our history and identity?

Lesson 10: The focus of Lesson 10 is on quotes about names. Students will write a sentence about names, heritage, culture or identity and explain their sentence (quote). They may write in their first language and/or English.

Supports for Learning:

- Preparing the Learner: Key Vocabulary (Term, First Language, Definition / Sentence, Your ideas), Quick Write, Anticipatory Guide
- Interacting with Texts: Reading with a Focus: 3 Reads - Make Predictions, Guiding Questions, Connections to the Text, Double or 3-Column Journal
- Extending Learning - Choice Board assignments

Lessons 1 - 3: Popular Names and Naming

By the end of the unit, students will be able to answer the essential question: **How are names connected to identity and heritage? How do we show respect for a name?**

Secondary ELD 1 / ELD 2

Building Background - Begin the Lessons

“Oruko rere san ju Wura ati Fadaka.”(A good name is more precious than gold and silver.)

— Yoruba proverb (Yoruba is a language and the name of a people from West Africa - Sierra Leone, Ghana, Benin, Togo and Nigeria)



Source: <https://www.ucl.ac.uk/atlas/yoruba/introduction.html>



Focus: You will be reading different texts - an essay, poems, memoirs, data / charts. You will read and think about different names, how people get a name and why names are important. You will also think about

identity, heritage and culture.

Key Terms: Read the key terms and the definition / sentence. While completing the lesson, add more ideas to help you understand the term.

Term	Term in your first language	Definition / Sentence	As you read, add more ideas to define the term.
<p>Identity (noun, singular)</p> <p>Identities (noun, plural)</p>	<p>Spanish: identidad</p> <p>Portuguese: identidade</p> <p>French: identité</p> <p>Haitian Creole: idantite</p> <p>Vietnamese: danh tinh</p> <p>Swahili: kitambulisho</p> <p>Chinese: 身份 (Qùndìng)</p> <p>Arabic: هوية (tahdid)</p>	<p>Identity is your beliefs, ideas, actions, family, education, experiences, age, and...</p> <p>Sentence: My identity includes student, Arab American, 15 and a soccer player.</p>	
<p>Heritage (noun, singular)</p> <p>Heritages (noun, plural)</p>	<p>Spanish: patrimonio</p> <p>Portuguese: herança</p> <p>French: patrimoine</p> <p>Haitian Creole: eritaj</p> <p>Swahili: urithi</p> <p>Vietnamese: gia tài</p> <p>Chinese: 遗产 (Yíchǎn)</p> <p>Arabic: التراث (alturath)</p>	<p>What we get or receive from our family including language, culture, customs, tradition.</p> <p>Sentence: My family's heritage includes special birthday celebrations.</p>	

Quick Write: Read the Yoruba proverb - *“A good name is more precious than gold and silver.”* (Precious means valuable or important.) Do you agree or disagree? Is a “good name” more important than gold and silver (money)? Why?

I (agree) (disagree) because...

Anticipatory Guide

Read the statement (sentence). Check (✓) if you agree or disagree. Under “because” complete the sentence

and write why. There is NO right or wrong answer.

Statement	Agree	Disagree	Because...
My name is a gift from my family.			I (agree) (disagree) because...
My name is <i>the most important</i> part of my identity.			I (agree) (disagree) because...
My name is <i>the least important</i> part of my identity.			I (agree) (disagree) because...
People should change their name if they do not like their name.			I (agree) (disagree) because...

Lessons 1 - 3: Popular Name / Stories of Names

Interacting with Texts: Reading with a Focus

First, you will read data / charts with information on the most popular baby names in (1) the United States, (2) in Puerto Rico, and (3) and in New York City for (a) Latinx Americans, (b) African Americans, (c) Asian Americans and Pacific Islanders, and (d) European Americans.

Second, you will read data / charts with information on the (3) most popular family (surnames, last names) in the United States for (a) African Americans, (b) Asian Americans, (c) Latinx Americans, and (d) European Americans.

Third, you will read an essay on how families choose names for their children.

Last, after you read the data / charts and essay, you will complete a chart about your name(s).

Chart 1: 10 Most Popular Baby Names in the U.S. (2018) (Source: U.S. Social Security Administration)

Optional Video: <https://tinyurl.com/rbrknnr>

Rank	Boy	Girl
1	Liam	Emma
2	Noah	Olivia
3	William	Ava
4	James	Isabella
5	Oliver	Sophia
6	Benjamin	Charlotte
7	Elijah	Mia
8	Lucas	Amelia
9	Mason	Harper
10	Logan	Evelyn

Answer the Questions (Circle Yes or No):

Do you have the same name as on the list? Yes No

Do you have a friend with the same name as on the list? Yes No

Do you have a family member with the same name as on the list? Yes No

Chart 2: 10 Most Popular Baby Names in Puerto Rico (2015) (Source: U.S. Social Security Administration)

Optional Video: <https://tinyurl.com/soz5asd>

Rank	Boy	Girl
1	Sebatian	Victoria
2	Dylan	Valentina
3	Ian	Mia
4	Jayden	Kamila
5	Adrien	Amanda
6	Angel	Mikaela
7	Luis	Camila
8	Diego	Isabella
9	Noah	Sophia

10	Fabian	Amaia
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Answer the Questions (Circle Yes or No):

Do you have the same name as on the list? Yes No

Do you have a friend with the same name as on the list? Yes No

Do you have a family member with the same name as on the list? Yes No

Chart 3: (A) City of New York - Popular Latinx Baby Names (2016) (Source: U.S. Social Security Administration)

Rank	Boy	Girl
1	Liam	Isabella
2	Jacob	Sophia
3	Dylan	Mia
4	Matthew	Emma
5	Noah	Camila
6	Sebastian	Sophia
7	Daniel	Emily
8	Angel	Valentina
9	Lucas	Abigail
10	Juan	Leah

Answer the Questions (Circle Yes or No):

Do you have the same name as on the list? Yes No

Do you have a friend with the same name as on the list? Yes No

Do you have a family member with the same name as on the list? Yes No

(B) City of New York - Popular African American Baby Names (2016) (Source: U.S. Social Security Administration)

Rank	Boy	Girl
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1	Noah	Ava
2	Aiden	Madison
3	Elijah	Skylar
4	Liam	Riley
5	Ethan	Aaliyah
6	Jeremiah	Savannah
7	Amir	Chloe
8	Joshua	Olivia
9	Mason	Abigail
10	Carter	Peyton

Answer the Questions (Circle Yes or No):

Do you have the same name as on the list? Yes No

Do you have a friend with the same name as on the list? Yes No

Do you have a family member with the same name as on the list? Yes No

(C) City of New York - Popular Asian American and Pacific Islanders Baby Names (2016) (Source: U.S. Social Security Administration)

Rank	Boy	Girl
1	Ethan	Olivia
2	Ryan	Chloe
3	Muhammad	Sophia
4	Lucas	Emily
5	Jayden	Mia
6	Aiden	Charlotte
7	Daniel	Sarah
8	Evan	Isabella

9	Liam	Grace
10	Matthew	Ava

Answer the Questions (Circle Yes or No):

Do you have the same name as on the list? Yes No

Do you have a friend with the same name as on the list? Yes No

Do you have a family member with the same name as on the list? Yes No

(D) City of New York - Popular European American Baby Names (2016) (Source: US Social Security Administration)

Rank	Boy	Girl
1	Joseph	Olivia
2	Michael	Rachel
3	David	Esther
4	Moshe	Emma
5	Jacob	Mia
6	James	Charlotte
7	Benjamin	Chaya
8	Alexander	Leah
9	Daniel	Ava
10	Adam or Jack	Chana

Answer the Questions (Circle Yes or No):

Do you have the same name as on the list? Yes No

Do you have a friend with the same name as on the list? Yes No

Do you have a family member with the same name as on the list? Yes No

(3) Most popular family (surnames, last names) in the United States for (a) African Americans, (b) Asian Americans, (c) Latinx Americans, and (d) European Americans.

United States Surnames (2010 U.S. Census)

Rank	African American	Latinx	European American	Asian American
1	Williams	Garcia	Smith	Nguyen
2	Johnson	Rodriguez	Johnson	Lee
3	Smith	Martinez	Miller	Kim
4	Jones	Hernandez	Brown	Patel
5	Brown	Lopez	Jones	Tran
6	Jackson	Gonzalez	Williams	Chen
7	Davis	Perez	Davis	Wong
8	Thomas	Sanchez	Anderson	Le
9	Harris	Ramriez	Wilson	Yang
10	Robinson	Torres	Martin	Wang

Answer the Questions:

Do you have the same family name(s) as on the list? If yes, list the name(s).

Do you have a friend with the same family name(s) as on the list? If yes, list the name(s).

Do you have family members with the same family name(s) as on the list? If yes, list the name(s).

Summary: Look at your answer to the three questions with **each** list of names. Now, you are going to put the information together.

Do you have the same name(s) as on the lists? If yes, list the name(s).

Do you have friends with the same name(s) as on the lists? If yes, list the name(s).

Do you have family members with the same name as on the list? If yes, list the name(s).

Why do you think you, a friend, or a family member have or do not have the same name(s) as on the lists?
I think (I), (my friend), and (my family member) have / do not have the same name(s) as on the list
because.....

Based on the information on the charts, how is a name connected to identity?
A name is connected to identity because...

Based on the information on the charts, how is a name connected to heritage?
A name is connected to heritage because...

Reading with a Focus: Essay - Is a Name a Gift?: *Family Names, Stories and Heritage*

Directions: You will read an essay with stories on family names. You will read the essay 3 times.



Think about the question: *Why are names important?*

Essay: *Is a Name a Gift?: Family Names, Stories and Heritage*

Before Reading: Make Predictions (a guess)

<p>Based on the title of the essay - <i>Is a Name a Gift?: Family Names, Stories and Heritage</i> - what is the main idea of the essay?</p>	<p><i>I predict the main idea of the essay is about...</i></p>
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First Reading: Guiding Questions
When you read the article, answer the questions.

Paragraph	Questions
<p style="text-align: center;"><i>Introduction</i></p> <p>(1) Parents name their children for many different reasons. Diane, a teacher, asked her mother about her name. Diane's mother named her for a <u>character</u> (person) in a novel. Diane's mother liked the character. When we learn about our name, we learn a family story.</p>	<p>Did Diane learn a family story about her name? (Yes) (No)</p> <p>What did Diane learn about her name? Diane learned....</p>
<p style="text-align: center;"><i>Everyone's Story is Unique (different)</i></p> <p>(2) Students have different stories about their names. (a) Many <i>Latinx (Hispanic)</i> students are named after someone special. They usually have the name of a family member. The family members are close to the parents. (b) Many <i>African</i></p>	<p>Many Latinx (Hispanic) names are</p>



<p><i>American students' names are created by their parents. The name is <u>unique</u> or original to the students. (c) Many <i>European American</i> or white students have names because the parents like the name. (d) Some parents do not pick the name. A close friend or <u>relative</u> (family members) of the parents picks the name.</i></p>	<p>Many African American names are...</p> <p>Many European American (white) names are...</p>
<p><i>A Chinese student's story</i></p> <p>(3) Another teacher, Jessica, learned important information from a Chinese student. The Chinese student told his teacher:</p> <p>"I would never have a name that was my grandfather's name. I am not named after any of my relatives or family members.. In a Chinese family, it is <u>disrespectful</u> to use a family member's name. Instead, parents ask a name giver or fortune teller who will consider many issues. The issues include the (1) day, (2) month, and (3) year of a baby's birth. Then the name giver or fortune teller gives the parents a good name for the baby.</p>	<p>Why does the Chinese student have a different name from a family member?</p> <p>The Chinese student has a different name because...</p> <p>Who helps the parents choose a name?</p> <p>What 3 things help choose a name?</p>
<p><i>West Africa - What we learn from a name</i></p> <p>(4) In West Africa, many people have several names. Names give information on family and <u>identity</u>. For example, a person has (1) a name from their ethnic group, (2) a Christian or Muslim name, and (3) a name depending on the day, or time of day they were born. In the Yoruba tradition, it is common for the mother, father and grandparent to each</p>	<p>What do we learn about a person from their name?</p> <p>We learn...</p> <p>Yoruba is a language and people from West</p>



<p>Text to Text</p> <p>Compare the essay to what you have read in other texts.</p>	<p>The essay structure (how it is organized) is (similar) (different) to other essays I have read because...</p> <p>The essay is (similar) (different) to what I have read about names, heritage and identity because..</p>
<p>Text to World</p> <p>Compare the essay to other ideas related to names and naming in the world.</p>	<p>The ideas in the essay are (similar) (different) to what I know about my friends' names because...</p> <p>If you give someone or something a name, do you have power? Why or why not?</p> <p>Giving someone or something a name (does) (does not) give someone power because...</p>

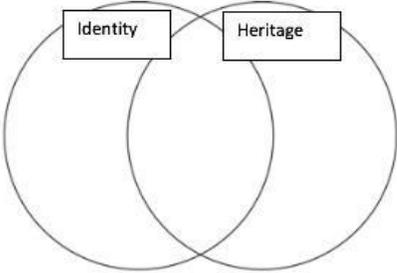
Third reading: Read the essay again and complete the 3-column journal. You will select or pick a quote from each paragraph that helps you understand the essay. This is an example:

Paragraph #	Quote	I understand this to mean... (paraphrase - use your own words)
<p>EXAMPLE</p> <p>Par. 1</p>	<p>“When we learn about our name, we learn a family story.”</p>	<p>I understand this to mean a name tells me more about our family. Every family has a story. My family has a story.</p>
Paragraph #	Quote	I understand this to mean... (paraphrase - use your own words)



Tic-Tac-Toe Choice Board: *Texts - Data / Charts with names and "Is a Name a Gift?: Family Names, Stories and Heritage"*

Directions: Choose activities from the choice board below. You should complete **two** activities from each **row**.

R o w 1	Activity 1	Activity 2	Activity 3
	<p>Ask a family member about your name(s). Write the answers to the questions. (You may ask questions in your first language. Please write the answers in English.)</p> <ol style="list-style-type: none"> 1. Who gave me my first (and second) name(s)? 2. Why do I have my first (and second) name(s)? 3. Do any other people in our family have my first (and second) name(s)? 4. What do you know about our family name(s) (surnames)? 	<p>Write a paragraph about your name.</p> <p>My first (second) name is.... _____ (person) gave me my name. I (like) (do not like) my name because... My name means... My family name is... My family name is part of my identity because... My family name is part of my heritage because... My name (is) (is not) special because...</p>	<p>Word Study: Select 2 terms underlined in the article.(character, ↓ unique issues, disrespectful, identity, heritage)</p> <p>(1) Write an original definition or draw a picture for the term. (2) Write an original sentence with the term (3) How did reading the article help you understand the term?</p>
R o w 2	Activity 4	Activity 5	Activity 6
	<p>Use a Venn Diagram, compare (similar) and contrast (different) the concept of identity and heritage. How are they similar? How are they different? ↓ ↓</p> 	<p>Write an acrostic poem using your first name to share your identity. For each letter or character in your first name, write a word about your identity or words that describe you.</p> <p><i>Example:</i> M - Mother A - Argentinian R - Roman Catholic I - Intelligent A - Accountant</p> <p>M - Muslim A - Algerian R - Reliable I - Independent A - Arabic M - Musician</p>	<p>Think about something from your heritage that you would like to share with your classmates. Is it a celebration? Is it a food? Is it a family story? Is it an expression from your first language?</p> <p>Write a paragraph about something from your heritage. Include: What? Who? When? Where? Why? or How?</p>

Lessons 4 - 6: Memoirs on Names

Essential Questions: How are names connected to identity and heritage? How do we show respect for a name?

Lessons 4 - 6: Memoirs on Names

Focus: (1) You will read excerpts or part of the memoir - *Names / Nombres*. The author, Julia Alvarez, tells her experiences at school and about her and her family's names. Alvarez asks us to think about what is an "American" name and if **all** names are accepted in the U.S.

(2) You will read excerpts or parts of the memoir - *Hello, My Name Is _____*. The author, Jason Kim (Kim Ju-hwan), tells about his first experience in a U.S. school. His family immigrated to the U.S. from South Korea in 1989. Jason was 10 years old. Kim asks us to think about being an outsider.

Building Background

Key Terms: Read the key terms and the definition / sentence. While completing the lesson, add more ideas to help you understand the term.

Term	Term in your first language	Definition / Sentence	As you read, add more ideas to define the term.
<p>Pronunciation (noun)</p> <p>Pronounce (verb, present tense)</p> <p>Pronounced (verb, past tense)</p>	<p>Spanish: pronunciación</p> <p>Portuguese: pronúncia</p> <p>French: prononciation</p> <p>Haitian Creole: pwononsyasyon</p> <p>Vietnamese: danh tinh</p> <p>Swahili: kitambulisho</p> <p>Chinese: 身份 (Quèding)</p> <p>Arabic: هوية (tahdid)</p>	<p>Pronunciation is how a word sounds. To pronounce is how we say the word.</p> <p>Sentence: The correct pronunciation of "immigrate" is - <i>i muh greit</i>.</p> <p>The teacher pronounced my name incorrectly (wrong).</p>	
<p>Memoir (noun)</p> <p>Memory (noun, singular)</p> <p>Memoires (noun, plural)</p>	<p>Spanish: memoria</p> <p>Portuguese: livro de memórias</p> <p>French: mémoire</p> <p>Haitian Creole: </p> <p>Vietnamese: hồi ký</p> <p>Swahili: (memoir)</p> <p>Chinese: 回忆录 Huíyìlù</p> <p>Arabic: مذكرات mudhakarāt</p>	<p>A memoir is a story. The author tells what he/she/they remember about an event, a place or time in the past. A memoir does not have to be all facts. An author can add quotes and events that help tell the story.</p> <p>Sentence: She wrote a memoir about her first day of school.</p> <p>A memory is something you recall or know from the past. You remember something.</p> <p>Her memory of her first day</p>	



		of school was scary.	
<p>Outsider (noun, singular)</p> <p>Outsiders (noun, plural)</p>	<p>Spanish: forastero(a)</p> <p>Portuguese: forasteiro(a)</p> <p>French: étranger/-ère</p> <p>Haitian Creole: ?</p> <p>Swahili: (nje) ?</p> <p>Vietnamese: người ngoài cuộc</p> <p>Chinese: 局外人, 圈外人, 非会员</p> <p>Arabic: شَخْصٌ خَارِجُ الْمَجْمُوعَةِ، مُتَبَوِّذٌ</p>	<p>A person who is not part of or is not accepted by a group. A stranger.</p> <p>Sentence: The new student felt like an outsider at school.</p>	

Quick Write: Does the pronunciation of your name matter or make a difference? Why or why not?

The pronunciation of my name (does) / (does not) matter because...

Anticipatory Guide

Read the statement (sentence). Check (✓) if you agree or disagree. Under “because” complete the sentence and write why. There is NO right or wrong answer.

Statement	Agree	Disagree	Because...
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A teacher should correctly pronounce a student's name.			I (agree) (disagree) because...
We should keep our name from our family. We should not have an "American" or English (Anglo) name. (For example, if your name is Juan, you should not change your name to John. If your name is Hee Wong you should not change it to Hellen.)			I (agree) (disagree) because...
Students who are "different" because of their name, family, culture or another reason are an <i>outsider</i> at school.			I (agree) (disagree) because...
Immigrants have to accept discrimination and insults because they are new to the United States.			I (agree) (disagree) because...

Interacting with Texts: Reading with a Focus

First, you will read a memoir - *Names /Nombres* - by Julia Alvarez. You will read the memoir three times. You will (a) answer guiding questions while reading the text, (b) complete a "Making Connection" graphic organizer with questions, and (c) complete a 3-column journal with quotes / understandings about the text.

Second, you will read a memoir - *Hello, My Name is _____* - by Jason Kim. You will read the memoir three times. You will (a) answer guiding questions while reading the text, (b) complete a "Making Connection"

graphic organizer with questions, and (c) complete a 3-column journal with quotes / understandings about the text.

Names / Nombres

By Julia Alvarez

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Background on the author Julia Alvarez (Dominican American writer)

1950	1950	1960	1960	1971	1975	1991	1994	2000s
Born in New York city in March	Family returned to the Dominican Republic in July	Family left Dominican Republic because of a dictator - Rafael Trujillo	Family immigrated to New York City	Graduated from college - Bachelor's Degree	Graduated from college - Masters Degree in Writing	Published 1st Novel - <i>How the Garcia Girls Lost Their Accents</i>	Published 2nd Novel - <i>In the time of Butterflies</i>	Published children's books

Videos: Optional

- Listen to Julia Alvarez talk about her immigrant experience and learning English - <https://tinyurl.com/qlycy9o>
- Watch video clip from *In the Time of Butterflies* - <https://tinyurl.com/uebuld7> (About life in the Dominican Republic under the dictatorship of Rafael Trujillo)

Julia Alvarez' family moved from the Dominican Republic to New York City in 1960.

The family left because the Dominican Republic had a dictator - Rafael Trujillo. Trujillo was in power for over from 1930 - 1961. Trujillo was trained by the U.S. Marines in the 1920s.

Trujillo's family became very wealthy. He had total power in the Dominican Republic. Trujillo's government also murdered many thousands of Dominicans and more than 20,000 Haitians.

The United States government supported Trujillo until 1960. Julia Alvarez' family opposed or were against the dictatorship. The family had to leave the Dominican Republic because they could be killed. They left the Dominican Republic in 1960. Trujillo was assassinated or murdered in 1961.



Dominican Republic to New York City



U.S.

Vice President Nixon visited Trujillo in 1958.



1960 protest in New York City against Trujillo

Optional: Listen to *Name / Nombres* (all of the memoir) - <https://tinyurl.com/w8l6w9z>

Paragraph	Questions
<p>(1) When we arrived in New York City, our names changed almost <u>immediately</u> (<u>right away</u>). At Immigration, the officer asked my father, <i>Mister Elbures</i>, if he had anything to declare (money or other valuable items). My father shook his head no, and we were waved through (told to go through). I was too afraid we wouldn't be let in if I <u>corrected</u> the man's pronunciation, but I said our name to myself, opening my mouth wide for the organ blast of <i>a</i>, trilling my tongue for the drumroll of the <i>r</i>, <i>All-vah-rrr-es!</i> How could anyone get <i>Elbures</i> out of that <u>orchestra of sound</u>?</p>  <p style="text-align: center;">An orchestra</p>	<p>How did the family's name change when they arrived in New York City?</p> <p>The family's name changed from.... to.....</p> <p>Why did not the author correct the immigration officer's pronunciation of her family's name?</p> <p>The author did not correct the immigration officer's pronunciation because...</p> <p>The author says her family's name - Alvarez - is an "orchestra of sound." What are the sounds of an orchestra?</p> <p>The sounds of an orchestra are....</p> <p>Why does the author call her name - Alvarez - and "orchestra of sound"? The author calls her name an "orchestra of sound" because...</p>
<p>(2) At the hotel my mother was <i>Missus Alburest</i>, and I was <i>little girl</i>, as in, "Hey, little girl, stop riding the elevator up and down. It's <i>not</i> a toy."</p> <p>(3) We moved into our new apartment building, the super* called my father <i>Mister Alberase</i>, and the neighbors who became mother's</p>	<p>Why does the author <i>italicize</i> "little girl"? (The author was 10 when the family moved to New York City. Is she a "little girl"?)</p> <p>The author italicized "little girl" because...</p>



friends pronounced her name *Jew-lee-ah* instead of *Hoo-lee-ah*. I, her namesake, was known as *Hoo-lee-tah* at home. But at school I was *Judy* or *Judith*, and once an English teacher mistook me for *Juliet*.

* “super” is “superintendent” or the person who runs and fixes the apartment building



New York City apartment building in 1960s

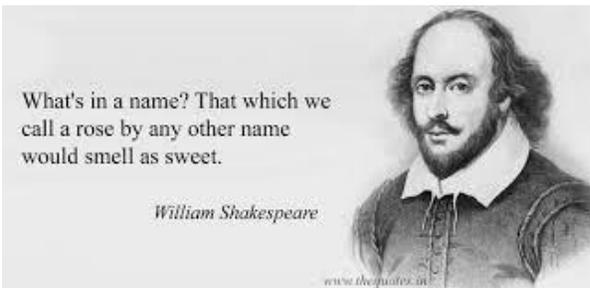
In Spanish, a “J” is pronounced like an “H” in English. What does this tell you about the neighbors' knowledge of Spanish pronunciation?

The author’s name is Julia. Does it matter that at school she was called “Judy,” “Judith,” or “Juliet”?

It (does) (does not matter)

(4) It took me a while to get used to my new names. I wondered if I shouldn’t correct my teachers and new friends. But my mother argued that it didn’t matter. “You know what your friend Shakespeare* said, ‘A rose by any other name would smell as sweet’.” My family had gotten into the habit of calling any famous author “my friend” because I had begun to write poems and stories in English class...

*Shakespeare was an author from England. His plays and stories are read in U.S. schools today. The quote - “A rose by any other name would smell so sweet” is from his play Romeo and Julie. The quote is about names.



Should the author correct her teacher?
The author (should) (should not) correct the teacher because...

Should the author correct her new friends?
The author (should) (should not) correct her new friends because...

The author’s mother argued it doesn’t matter what name is used at school. Do you agree or disagree with her mother? Why?

I (agree) (disagree) with her mother because...

(5) My older sister had the hardest time getting an American name for herself because *Mauricia* did not translate into English. Ironically*, although she had the most foreign-sounding name, she and I were the Americans in the family. We had been born in New York City when our parents had first tried immigration and then gone back “home,” too homesick** to stay. My mother often told the story of how she had almost changed my sister’s name in the hospital.

*Ironically is an adverb. It is from the adjective ironic. Ironic means you call something the opposite of what it really is.

** “Homesick” (miss your home)



What does the author mean - “although she (sister) had the most foreign-sounding names, she and I were the Americans in the family? (Read the next sentence - “We had been born in New York City...”)

The author means...

“Homesick” means to miss your home. Why might her family be “homesick” for the Dominican Republic?
(Why might a family miss their home country?)

Her family may have been “homesick” because...

(6) After the delivery (of the baby), Mami and some other new mothers were cooing over their new baby sons and daughters and exchanging (sharing) names and weights and delivery stories*. My mother was embarrassed (ashamed or feeling foolish) among the Sallys and Janes and Georges and Johns to reveal the rich, noisy name of *Mauricia*, so when her turn came to brag (show pride; boast), she gave her baby’s name as *Maureen*.

(7) “Why’d ya (Why did you) give her an Irish name with so many pretty Spanish names to choose from?” one of the women asked.

**delivery stories - stories about having a baby

Why was the author’s mother embarrassed to say the name of her new baby - *Mauricia*?
The mother was embarrassed because...

Why does the author list names “Sallys and Janes and Georges and Johns”? Who has names like “Sally, Jane, George and John”?

The author lists names “Sally, Jane, George and John” because...



- (8) My mother blushed (face turns red) and admitted her baby’s real name to the group. Her mother-in-law had recently died, she apologized (said sorry), and her husband had insisted that the first daughter be named after his mother, *Mauran*. My mother thought it the ugliest name she had ever heard, and she talked my father into what she believed was an improvement (better), a combination* of *Mauran* and her own mother’s name, *Felicia*.
- (9) “Her name is *Mao-ree-shee-ah*,” my mother said to the group of women.

*combination (noun) - to combine or put together



Grandmothers: Mauran and Felicia

- (10) “Why, that’s a beautiful name,” the new mothers cried. “*Moor-ee-sha, Moor-ee-sha*,” they cooed* into the pink blanket. *Moor-ee-sha* it was when we returned to the States eleven years later. Sometimes American tongues (people or speakers) found even that mispronunciation (mis=wrong) tough (difficult) to say and called her *Maria* or *Marsha* or *Maudy* from her nickname *Maury*. I pitied** her. What an awful (bad)

How did Mauricia - the new baby - get her name?

Mauricia’s name is from...

Why does the mother say each syllable (“Mao - ree-shee-ah”) of her baby’s name? What might this tell you about the other new mothers who were at the hospital?

Using syllables for the baby’s name tells us the other mothers...

Why did some “American tongues’ or people from the U.S. call *Mauricia* *Maria*, *Marsha*, *Maudy* or *Maury*?

Some “American tongues” called *Mauricia* a different name because...

Does the author believe names “transport (move) across borders”?



name to have to transport (move) across borders!

The author (does) (does not) believe names “transport across borders” because...

*Cooed (verb, past tense) is to speak with a soft, quiet sound to show love.

**pitied (verb, past tense) is to feel very sad or sympathy for someone

Second reading: Making Connections

Read the memoir again. This time you will make connections.

Text to Self

Compare the memoir to what you know from your life.

The author says her name is an “orchestra of sound?” Do you think your name is an “orchestra of sound”? (Yes) (No), I think my name is an “orchestra of sound” because...

Do people in the United States pronounce your name incorrectly (wrong)? Do people in the United States give you a different name? (Yes, No, Sometimes)

How do you feel if people pronounce your name incorrectly (wrong)?
I feel...

How do you feel if people in the United States give you a different name?
I feel...



<p>Text to Text</p> <p>Compare the memoir to what you have read in other texts.</p>	<p>A memoir is a story from an author's life. It is the author's memory (noun). Have you read another memoir? If yes,</p> <p>In paragraphs 7, 9 and 10 the author quotes her mother and other women at her sister's birth. The author is a year younger than her sister. She was not present at her sister's birth. Why does the author include quotes (words from the people at the event)? I think the author uses quotes because...</p> <p>Do the quotes seem real or true? Why or why not? The quotes (seem) (do not seem) true because...</p>
<p>Text to World</p> <p>Compare the memoir to other ideas related to immigration / migration in the world.</p>	<p>The ideas in the memoir are (similar) (different) from what I know about how people in the U.S. accept or do not accept immigrants or migrants names because...</p> <p>The memoir reminds me of</p>

Third reading: Read the memoir again and complete the 3-column journal. You will select or pick a quote from each paragraph that helps you understand the memoir. This is an example:

Paragraph #	Quote	I understand this to mean... (paraphrase - use your own words)
EXAMPLE Par. 1	“ I was too afraid we wouldn’t be let in if I corrected the man’s pronunciation, ...”	I understand this to mean the author thought the man from the U.S. immigration office had a lot of power. She was scared the family would be sent back to the Dominican Republic (home). She did not want to hurt her family’s chance of getting into the U.S. by telling the man he was wrong.
Paragraph #	Quote	I understand this to mean... (paraphrase - use your own words)

Hello, My Name is _____

By Jason Kim

“Hello My Name is _____: How I Learned to Stop Whitewashing Myself” from *Lenny Letter* by Jason Kim. Copyright © 2017 by Jason Kim. Used by permission of the author. All rights reserved.

Background on the author Jason Kim (Asian American writer)

Jason Kim (Kim

Jason Kim (Kim Jun Hyuk) was born in Korea in 1981. His family immigrated to the United States when he was 10 years old. In college he studied how to write plays and scripts for TV shows. He writes for “Girls” (HBO) and “Gracepoint” (FOX). He wrote K-Pop, The Musical.

Optional Video: K-Pop the Musical advertisement - <https://tinyurl.com/remvb4h>



Paragraph	Questions
<p>(1) I will never forget the day I picked a new name. I was standing in front of my class on my first day of school at Craig Elementary in St. Louis, Missouri. I had, only a day before, landed at Lambert airport after a 16-hour flight from Seoul, South Korea. I was 10 years old. I was nervous, terrified, and jet-lagged*, and I was wearing a vest because I thought it was chic**.</p> <p>*jet-lagged: very tired from a long trip on an airplane **chic - in style; current fashion</p>	<p>Where was the author, Jason, born? Where did he live in the United States? Jason was born in...</p> <p>Jason lived in ...</p> <p>Jason was 10 years old when he moved to the United States. What do you remember about being 10 years old? I remember...</p>



Missouri, U.S.



South Korea

How did he feel on his first day of school?
On his first day of school, he felt...

(2) For my entire life, everyone, including me, had known me by my Korean name: Jun Hyuk. But here, in this new country, in a brand-new classroom full of foreign* faces, I had to pick a new, easy-to-pronounce, American name.

Jason.

Jason Kim.

*foreign - unfamiliar (not familiar), different

Why did the author, Jason, call the students in his U.S. class “foreign-faces”?
Jason called the students in his U.S. class “foreign-faces” because...

Why did the author, Jason, have to pick an “easy-to-pronounce, American name”?
Jason had to pick an “easy-to-pronounce, American name” because....

(3) How did I settle* on Jason? Because I didn't speak any English. Because my teacher didn't speak any Korean. And because it was either going to be Aladdin, from my favorite childhood Disney tale, or Jason, from the *Mighty Morphin Power Rangers*.

*settle - final choice or decision; may not be happy with

How and why did he pick the name “Jason”?

He picked the name “Jason” because...

Why does the author write “I settle on Jason”?
Does “settle” mean he likes the name?
He wrote “settle” because...

the decision



Aladdin



Jason

He (does) (does not) like the name because...

(4) I spent the next decade wanting nothing more than to look like a Larry Lorberbaum or a Garrett Kennedy*. I still vividly** I remember my first time at recess, a confusing (do not understand) experience for several reasons, in large part because (a) hanging off monkey bars and (b) making each other cry during dodgeball were (c) not educationally sanctioned (approved or okay) activities in Asia. (d) What was so fun about waiting in line, running up the steps, and going down a tiny slide over and over again? (e) What was the value in springing*** after your classmate like a person with rabies,**** screaming, “TAG!” (a game)

Why was recess confusing?
 Recess was confusing because...

The author wrote playing at school were not “educationally sanctioned activities in Asia”? What might this tell you about the author’s school experience in Asia (Korea)?

This tells me ...

*Larry and Garrett may be students at Jason’s school

**vividly - bright and clear

***springing - short, quick runs

****rabies - a disease from an animal bite



monkey bars / slide



TAG



Dodgeball

(5) Why didn't anyone look, sound, or act like me?

(6) I spent most days at recess sitting alone on the sidelines (away from other people), eating the special snack that my mother had packed. The snack, a rice cake or a piece of candy from Korea, was always accompanied by a note, usually a joke, and sometimes embellished* with a drawing, which often looked like an abstract** painting when it was meant to be a sketch of our beloved deceased (dead) poodle (dog).

(7) A month had passed when a teacher finally tapped me on the shoulder.

“Are you OK, sweetie?”

(8) Before I could answer, another teacher rang out, “Maybe he likes sitting alone. Maybe that's the Asian way.”

(9) But in truth, I wanted to participate. I wanted to run up to Timmy like a crazy person and yell, “YOU'RE IT!” I just didn't know how.



Korean Rice Cakes

*embellish - to decorate to make beautiful or attractive

**abstract - not specific; not clear

The author wrote, “Why didn't anyone look, sound, or act like me?” Have you ever asked this question? Why or why not?

I (have) (have not) asked this question because...

Why do you think the author's mother gave him a lunch of Korean food and a note?

I think the author's mother gave him a lunch of Korean food and a note because...

The author describes his mother's food as a “special snack” and her drawings as “abstract”. Based on the description of the food drawing, do you think the author liked the food, drawing and notes? Why or why not?

The author (liked) (did not like) the food, notes and drawings because...

How do you think the author felt when his teachers did not talk to him or said he was alone because it was the “Asian way”?

The author felt...

The author said he wanted to participate - to play at recess - but he didn't know how. What could the teachers and students have done to include the author at recess?

They could have...

(10) On the playground, sitting alone at

Why does the author “hate being Asian” and wants

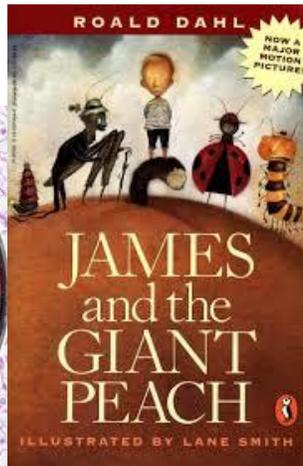


recess, I learned to hate being Asian. I wanted desperately, more than anything, to be white.

(11) I immediately forced my parents (a) to stop calling me Jun Hyuk at home. I named myself after some guy in a live-action children's television series (Power Rangers), and by God, they were going to call me by that name. (b) I got rid of my fitted vests for loose-fitting basketball jerseys. (c) I bought tickets to an Incubus (US rock band) concert and threw away my K-pop CDs (Korean popular music). (d) I stopped reading Korean children's books in order to figure out what the hell was going on with James and his giant peaches (book).



K Pop CD



Book

“to be white”?

The author wants to “be white” and not Asian because...

What did the author do to try to stop being Asian and “be white”?

The author tried to “be white” by...(a, b, c, and d)

Do you ever feel like you do not want to accept your family and culture? Why or why not?

I (do) (do not) ever feel I do not want to accept my family and culture because...

(11) At the dinner table, I committed the two worst sins (evil) that a Korean son could possibly commit: I stopped speaking Korean and I stopped eating Korean food.

My parents would try to talk to me over a bowl of kimchi stew, and I would pout :(and ask, in English, if we could order the Meat Lover's pie from Pizza Hut.

Why do you think the “two worst sins” or horrible things a Korean son can do it (1) not speak Korean and (2) not eat Korean food?

I think the “two worst sins” are not eating Korean food and not speaking Korean because...

(12) For my 11th birthday, my mom made me my favorite Korean dish, oh jing uh bokkeum (spicy stir-fried squid), and I looked at her with disdain (disgust) as I declared (say strong and proud way), "This is disgusting (horrible)." The next day for dinner, she made me a cheeseburger. I promptly told her it tasted inauthentic (not real) and made her drive me to McDonald's. Oh, and no more special snacks either. Unless they were artificially (fake) flavored and made by Kraft (food company). (I was a heinous (horrible, evil) child. Sorry, Mom.)



Spicy stir-fried squid



cheeseburger

Why do you think the author included how he behaved on his 11th birthday? What do we learn about how the author was trying to adjust (fit in) in the United States?

We learn the author was...

Have you ever had a conflict with your family because of food or language? Why or why not? I (have) (have not) had a conflict with family because of food and language because...

(13) ...As an Asian American in the culture (U.S.). I learned to hate every part of myself that felt foreign and strange. Unfortunately, years later, this is a problem that many young Asian Americans continue to face. How do you understand yourself in a diverse country that actively chooses to ignore your particular kind of diversity?

(15) At one point during my 20s, I took a long, dramatic look in the mirror and realized, you will be Korean for the rest of your life. As a teenager growing up in the Midwest (U.S), that thought made me cringe (feel horrible). Now, it makes me happy and deeply proud.

(16) My dream now as a 30-year-old is for our country to become a place where a cameo* like mine would go completely unnoticed. And to see every third-grade teacher tell his or her students, "Keep your name. You don't have to change a thing."

*cameo - A cameo is a small role on a TV show or movie. The author had a cameo on a TV show and it got a lot of attention

The author writes "I learned to hate every part of myself that felt foreign and strange." How did living in the U.S. make the author feel "foreign and strange?"

Living in the U.S. made the author feel "foreign and strange" because...

The author asks "How do you understand yourself in a diverse country that actively chooses to ignore your particular kind of diversity"? Or How can a person understand their culture and who they are when their people are not included?

Do you agree with the author? Are some people, especially Asian American, not included in the U.S.? (TV, movies, music, school, and other place) I (agree) (disagree) with the author because...

When the author was young, the author wrote being

because he is Korean American.



Korean made him “cringe” (feel horrible). Now, in his 20s, he feels “happy and deeply proud.” Why do you think the author changed?
 The author changed because...

The author ends with his teacher. He would like a teacher to say “Keep your name.” What would you like your teacher to say about your name and culture? Why?
 I would like my teacher to say...

Because...

Second reading: Making Connections

Read the memoir again. This time you will make connections.

Text to Self

Compare the memoir to what you know from your life.

The author changes his name to “fit in” or be accepted in the United States. Do you think someone should change their name? Why or why not?

A person (should) (should not) change their name because...

The author tried to reject his heritage including food and his language. Have you thought about rejecting your heritage including your language? Why or why not?

I (have) (have not) rejected my heritage including my language because...



<p>Text to Text</p> <p>Compare the memoir to what you have read in other texts.</p>	<p>A memoir is a story from an author’s life. When the author started school in the United States he was not welcomed. Other students and teachers did not include him.</p> <p>How have other authors written about not being welcomed or being excluded (not included)?</p> <p>Other authors write about not being welcomed or excluded by...</p>
<p>Text to World</p> <p>Compare the memoir to other ideas related to immigration / migration, names and language in the world.</p>	<p>The ideas in the memoir are (similar) (different) from what I know about how people in the U.S. accept or do not accept names and languages because...</p> <p>The memoir reminds me of</p>

Third reading: Read the memoir again and complete the 3-column journal. You will select or pick a quote from each paragraph that helps you understand the memoir. This is an example:

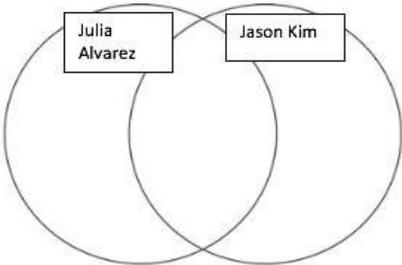
Paragraph #	Quote	I understand this to mean... (paraphrase - use your own words)
<p>EXAMPLE</p> <p>Par. 3</p>	<p>“How did I settle* on Jason? Because I didn't speak any English. Because my teacher didn't speak any Korean.”</p>	<p>I understand this to mean the author thought he had to change his name because his teacher did not speak Korean and he did not speak English. To keep his Korean name, the author thought they had to speak the same language..</p>



Paragraph #	Quote	I understand this to mean... (paraphrase - use your own words)

Tic-Tac-Toe Choice Board: *Texts - Memoirs (1) Names / Nombres and (2) Hello, My Name is...*

Directions: Choose activities from the choice board below. You should complete **two** activities from each row.

<p style="text-align: center;">Activity 3</p> <p>Word Study: Select 3 terms from the memoirs .(immediately, pronunciation, corrected, habit, embarrassed, pitied, outsider, disdain, inauthentic, heinous)</p> <p>(1) Write an original definition or draw a picture for the term. (2) Write an original sentence with the term (3) How did reading the memoirs help you understand the term?</p>	<p style="text-align: center;">Activity 2</p> <p>Write a paragraph about feeling like an outsider.</p> <p>I felt like an outsider when... The people who made me feel like an outsider were... The people could have made me feel like an insider, or included, could have... Next time I feel like an outsider, I will...</p>	<p style="text-align: center;">Activity 1</p> <p>Write a paragraph that answers the question: Should you have to change your name for school or for teachers? Why or why not? Include 2 examples from the memoirs.</p> <p>You (should) (should not) have to change your name for school or a teacher because...</p> <p>Two reasons from the memoirs are (1)..... (2).....</p>	R o w 1								
<p style="text-align: center;">Activity 6</p> <p>Both Jason Kim and Julia Alvarez like their names and culture. If you are asked to say why you like your name and culture, what will you say?</p> <p>What do you like about your name? What do you like about your culture?</p> <table border="1" data-bbox="94 1140 524 1409"> <thead> <tr> <th data-bbox="94 1140 306 1230">Like about my culture</th> <th data-bbox="306 1140 524 1230">Like about my name</th> </tr> </thead> <tbody> <tr> <td data-bbox="94 1230 306 1289"> </td> <td data-bbox="306 1230 524 1289"> </td> </tr> <tr> <td data-bbox="94 1289 306 1348"> </td> <td data-bbox="306 1289 524 1348"> </td> </tr> <tr> <td data-bbox="94 1348 306 1409"> </td> <td data-bbox="306 1348 524 1409"> </td> </tr> </tbody> </table>	Like about my culture	Like about my name							<p style="text-align: center;">Activity 5</p> <p>You are asked “what is a message in the memoir”? Using the 3-column journal, pick a quote from <i>Name / Nombre</i> and a quote from <i>Hello, My Name is</i> _____. Then, write why the quote helps you understand a message of the memoir.</p> <p>Quote from Name / Nombre:</p> <p>This helps me understand the message of the memoir because...</p> <p>Quote from Hello, My Name is...</p> <p>This helps me understand the message of the memoir because...</p>	<p style="text-align: center;">Activity 4</p> <p>Use a Venn Diagram to compare (similar) and contrast (different) how Julia Alvarez and Jason Kim felt about his name and family.. How are they similar? How are they different?</p> <p style="text-align: center;">Different Similar Different</p> 	R o w 2
Like about my culture	Like about my name										

Lesson 7 - 9: Poetry
 Essential Questions: **How are names connected to identity and heritage? How do we show respect for a name?**

Focus: You will read 2 poems. You will read and think about different names, how people get a name and why names are important.

Key Terms: Read the key terms and the definition / sentence. While completing the lesson, add more ideas to help you understand the term.

Term	Term in your first language	Definition / Sentence	As you read, add more ideas to define the term.
<p>Origin (noun, singular)</p> <p>Origins (noun, plural)</p> <p>Original (adjective)</p>	<p>Spanish: origen</p> <p>Portuguese: origem</p> <p>French: origine</p> <p>Haitian Creole: orijin</p> <p>Vietnamese: gốc</p> <p>Swahili: asili</p> <p>Chinese: 起源</p> <p>Qǐyuán</p> <p>Arabic: الأصل al'asl</p>	<p>Origin is the place where something or someone begins or is from.</p> <p>Sentence: The author did not know the origins of her name.</p>	
<p>Embarrass (verb, present tense)</p> <p>Embarrassed (verb, past tense)</p> <p>Embarrassing (adjective)</p>	<p>Spanish: avergonzar</p> <p>Portuguese: embaraçar</p> <p>French: embarrasser</p> <p>Haitian Creole: anbarase</p> <p>Swahili: aibu</p> <p>Vietnamese: lúng túng</p> <p>Chinese: 不好意思</p> <p>Bù hǎoyisi</p> <p>Arabic: يحرج yuhrij</p>	<p>To make someone feel ashamed or awkward (weird) or guilty</p> <p>Sentence: I was embarrassed because my sister was acting silly.</p> <p>I was embarrassed when I failed the math test.</p>	

Quick Write: Have you ever changed your name? Why or why not?

Do you know the origin (where it is from) of your family name and what it means? If yes, what is the origin and meaning? If no, why not?

I (changed) (did not change) my name because...

I (know) (do not know) the origin of my family name because...

Anticipatory Guide

Read the statement (sentence). Check (✓) if you agree or disagree. Under “because” complete the sentence and write why. There is NO right or wrong answer.

Statement	Agree	Disagree	Because...
Our identities are influenced by other people.			I (agree) (disagree) because...
Our identities are influenced by our parents' history and experiences - positive and negative. (good and bad)			I (agree) (disagree) because...
Some people make assumptions* about me based on my family name(s) (last name, surname). *assumptions - accept something as true without proof or evidence			I (agree) (disagree) because...
If I or someone else changes my original name, my identity stays the same.			I (agree) (disagree) because...

Interacting with Texts: Reading with a Focus

First, you will read a poem - *Names* - by Teresa Mei Chue. You will read the poem three times. You will (a) answer guiding questions while reading the poem, (b) complete a “Making Connection” graphic organizer with questions, and (c) complete a 3-column journal with quotes / understandings about the text.

Second, you will read a poem - *Blood* - by Naomi Shahib Nye. You will read the poem three times. You will (a) answer guiding questions while reading the poem, (b) complete a “Making Connection” graphic organizer with

questions, and (c) complete a 3-column journal with quotes / understandings about the text.

Biography of Teresa Mei Chue

Early 1970s	1975	1984	1980s	1990s	2012	2014	2018
Born in Vietnam during the "American War." Her father was in the South Vietnamese army.	Came to the U.S as a refugee with her mother and brother. Her father was held in Vietnam for "reeducation camp."	Father is released from prison. He joins the family in California.	Lived in and went to high school in Pasadena, California	Went to college. Studied philosophy and creative writing.	Published 1st book of poetry - Red Thread. Shares her experiences with war and humanity.	Published 2nd book of poetry - Keepers of the Wind. Teachers poetry in California high schools.	Published 3rd book of poetry - Invisible Light.

From an interview (2014) - "Mapping the Artist" - <https://tinyurl.com/tv4r9qw>

- Started reading and writing poetry in elementary school
- Vietnamese and Cantonese are first languages
- English is third language
- Writing poetry she does not have to worry about punctuation or grammar and can "transcend language"
- Poetry helped her understand her experience with war, immigration and exile
- Writing poetry, I was able to express myself without worrying about punctuation or grammar.

Teresa Mei Chuc reading two poems in Vietnamese and English: <https://tinyurl.com/sl6y36t>

First Reading: Poems with Guiding Questions

Names

By Teresa Mei Chuc

Teresa Mei Chuc, "Names" from *Keeper of the Winds*. Copyright © 2014 by Teresa Mei Chuc. Reprinted by permission of Foothills Publishing.

Stanza	Questions
(1) I am tired of having five different names; Having to change them when I enter	Why does the poet change her name?

A new country or take on a new life. My First name is my truest, I suppose, but I

Never use it and nobody calls me by this Vietnamese

Name though it is on my birth certificate—



Why is her first name the “truest” even if she does not use it?

(2)
 Tue My Chuc. It makes the sound of a twang of a String pulled (like pulling a guitar string). My parents tell me my name in Cantonese

is Chuc Mei Wai. Three soft bird chirps and they call me Ah Wai. Shortly after I moved to the U.S., I became

Teresa My Chuc, then Teresa Mei Chuc. “Teresa” is the sound Water makes when one is washing one’s hands. After my first

Marriage, my name was Teresa Chuc Prokopiev. After my second marriage, my name was Teresa Chuc Dowell.

The poet’s Vietnamese name is Tue My Chuc, Cantonese (Chinese) name is Chuc Mei Wai and 3rd name is Ah Wai.

What is the image of Tue My Chuc - “twang of a String pulled”? (image = senses of hear, see, touch) The image is...

What is the image of Ah Wai - “three soft birds chirp”? The image is...

The poet changes her name after she gets married. (Prokopiev and Dowell). Why does this add more confusion about her name? What does the poet mean with “want to go way back” to her family names? (“way back” may mean when she was born) Changing her name after getting married adds more confusion because...

The poet wants to go “way back” to her family name because...



(3)
 Now I am back to Teresa Mei Chuc, but I want to go way back.
 Reclaim (claim again) that name once given and lost so quickly in its attempt

to become someone that would fit in (be part of the group). Who is Tue My Chuc?
 I don't really know. I was never really her and her birthday

on March 16, I never celebrate because it's not my real birthday
 though it is on my birth certificate. My birthday is on January 26,

really, but I have to pretend that it's on March 16 because my mother was late registering* me after the war**.

*registering (to register) - When a baby is born, the parents register or give the name to the government. The government records the name.

**"the war" - The U.S / Vietnam War (1954 - 1975). The poet calls the war the "American War." In the U.S. it is usually called the "Vietnam War."

(4)
 Or it's in December, the date changing every year according to the lunar* (moon) calendar—this is the one my parents celebrate

because it's my Chinese birthday. All these names

Does a name have to "fit" the person? Why or why not?

A name (has to) (does not have to) "fit" the person because...

Why does the author have two birthdays?
 The author has two birthdays because...

What makes a birthday "real"?
 A birthday is "real" when...

*The poet writes her birthday changes because of the calendar. China and Vietnam have celebrations based on a lunar calendar. A lunar calendar is based on the moon. The U.S. uses a Gregorian calendar which is based on the sun.

How are the poet's names influenced by her culture

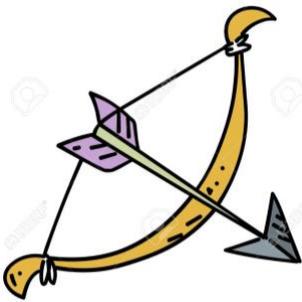
and birthdays make me dizzy*. Sometimes I just don't feel like a

Teresa anymore; Tue (pronounced Twe) isn't so embarrassing**.

A fruit learns to love its juice. Anyways, I'd like to be string...

resonating**. Pulled back tensely like a bow

Then reverberate**** in the arrow's release straight for the heart.



bow and arrow

*dizzy - Our body feels unsteady (not steady), weak; we are spinning

**embarrassing (adjective) - (embarrassed - verb, past tense) feeling ashamed

***resonating (verb) (resonate - verb, present tense) - to feel connected to; a positive feeling

****reverberate (verb) - to sound back or again and again; to, echo

(Clue: Chinese lunar calendar)?

The poet's names are influenced by her culture because...

The author decides her first name - Tue - is not embarrassing (ashamed). Why might she feel ashamed of her name - Tue - but not her "American" name Theresa?

The author might feel embarrassed by her name because...

What does "a fruit learns to love its juice" tell us about the poet's feelings about her name? (Clue: Her family is both Chinese and Vietnamese. Her names are Chinese and Vietnamese. Can she love her heritage - her "juice" or blood?)

The poet (wants to) (does not want to) love her name because...

Why does the poet end with the image of an arrow going through her heart? (Clue: She writes she wants to be the string of a bow. She wants her name and heritage to be in her heart.)

The poet ends with the image of an arrow going through her heart because...

Second reading: Making Connections

Read the poem again. This time you will make connections.

Text to Self

Compare the poem to what you know from your life.

The poet changed her name when she immigrated to the United States. Did you change your name? Do you know someone who changed their name?

I (changed) (did not change) my name.

I (know) (do not know) someone who changed their name.

The poet has different days to celebrate her birthday. Is knowing the day you were born - important? Why or why not?



	<p>Knowing the day you are born (is important) (is not important) because...</p> <p>The author wants to be proud - not embarrassed - of her heritage (Chinese and Vietnamese). Are you proud of her heritage? Why or why not? I (am) (am not) proud of my heritage because...</p>
<p>Text to Text</p> <p>Compare the poem to what you have read in other poems.</p>	<p>Have you read other poems about names or pride (proud) in a person's heritage / culture? Is this an important topic for a poem?</p> <p>I (have) (have not) read other poems about names and pride in a person's heritage / culture.</p> <p>This (is) (is not) important because...</p> <p>Poets often share their feelings in a poem. What words help you understand the poet's feelings? The words that help me understand the poet's feelings are...</p>
<p>Text to World</p> <p>Compare the poem to other ideas related to names, belonging, immigrating, or another theme / topic in the poem.</p>	<p>The ideas in the poem are (similar) (different) from my experiences with my name, belonging or not belonging (in a family, group, city or country) because...</p> <p>The poem reminds me of</p>

Third reading: Read the poem again and complete the 3-column journal. You will select or pick a quote from 3 stanzas that helps you understand the poem. This is an example:

Stanza #	Quote	I understand this to mean... (paraphrase - use your own words)
EXAMPLE Stanza 2	““Teresa” is the sound Water makes when one is washing one’s hands.”	I understand this to mean the poet make a connection between her “American” name and a sound. The sound is common. We all wash our hands. Water washes away the past. So, she also might be sad.

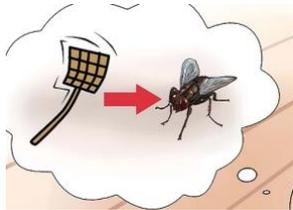
By Naomi Shihab Nye

Naomi Shihab Nye, “Blood” from *Words Under the Words: Selected Poems* (Portland, Oregon: Far Corner Books, 1995). Copyright © 1995 by Naomi Shihab Nye. Reprinted with the permission of the author.

Biography of Naomi Shihab Nye

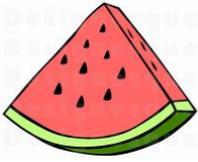
1948	1952	1959	1966	1967	1974	1977	2019
Aziz Shihab, Naomi’s father, had to flee Palestine because of war.. He was a journalist and refugee.	Aziz Shihab and Miriam Allwardt, a German American, had a daughter - Naomi - in St. Louis, Missouri	Naomi had her first poem published in <i>Wee Wisdom</i> , a children’s magazine.	Naomi and her family moved to Jerusalem and spent time with her Palestinian relatives.	Because of war, Naomi and her family had to leave Jerusalem. They moved to San Antonio, Texas.	Naomi graduated from college. She taught creative writing in Texas public schools.	Naomi’s first book of poetry was published - <i>Tattooed Feet</i> . She got married in 1978 and had a son in 1986.	By 2019, Naomi has published 10 books of poetry, 3 novels, and 3 anthologies. She has won many writing awards.

Optional - Naomi Shihab Nye reading “Blood” - <https://tinyurl.com/wqctyc>

Stanzas	Guiding Questions
<p>(1) “A true Arab knows how to catch a fly in his hands,” my father would say. And he’d prove it cupping the buzzer instantly while the host with the swatter stared.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Catch a fly swatter</p>	<p>In the poem, the poet (Naomi Shihab Nye) uses the phrase “true Arab” for her father. What is her father able to do that makes him a “true Arab” in stanza 1? Her father is able to..</p> <p>Two words the poet uses to refer to the “fly” are buzzer and swatter. Why do you think the poet uses words that make strong sounds? The poet uses words that make strong sounds because...</p> <p>“Swatter Stared” is an <i>alliteration</i> - two words that start with the same letter. When you read the poem look for more alliteration.</p>
<p>(2) In the spring our palms peeled like snakes True Arabs believed watermelon could heal</p>	<p>The poet writes “our palms peeled like snakes.” This is a <i>simile</i> - a comparison using like or as. What does the poet compare “our palms” to in the first line of stanza 2?</p>

fifty ways.

I changed these to fit the occasion.



Watermelon



palm



snake (peel)

The poet compares “our palms” to...

The poet writes “true Arabs believed watermelon could heal fifty ways.” What does this tell us about “true Arabs” and beliefs?

This tells us...

There is an alliteration in stanza 2. What is the *alliteration*?

(3) Years before, a girl knocked,

wanted to see the Arab.

I said we didn’t have one.

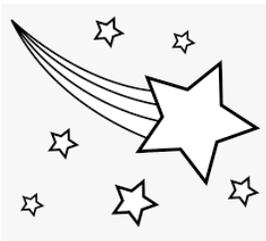
After that, my father told me who he was,

“Shihab”—“shooting star”—

a good name, borrowed from the sky.

Once I said, “When we die, we give it back?”

He said that’s what a true Arab would say.



shooting star

Why did the girl say she “wanted to see an Arab”? What does that tell us about people’s attitude or beliefs about Arabs?

This tells us...

After the girls “wanted to see the Arab,” the poet’s father told her the meaning of her family’s name - “Shihab” - “shooting star.” Why is this an alliteration? This is an alliteration because...

The family name - Shihab means “shooting star.” The name is “good” and “borrowed from the sky.” Why does a “true Arab” give back their name when they die? (Clue: Who owns nature (stars)? A “ture Arab” gives bac their name because...

(4) Today the headlines clot in my blood.

A little Palestinian dangle a truck on the front page.

Homeless fig, this tragedy with a terrible root

This stanza tells us her father is Palestinian - a “homeless fig.” Why might the poet call a Palestinian “homeless”?

The poet may refer to Palestinians as homeless because...

is too big for us. What flag can we wave?

I wave the flag of stone and seed,
table mat stitched in blue.



table mat

Why does the poet “wave the flag of stone and seed”? (Clue: connection of Palestinians, culture and nature)

The poet means...



Headline



Figs / Fig Tree

(5) I call my father, we talk around the news.

It is too much for him,
neither of his two languages can reach it.

I drive into the country to find sheep, cows,
to plead (beg) with the air:

Who calls anyone *civilized**?

Where can the crying heart graze**?

What does a true Arab do now?

*civilized - (adjective) humane and ethically advanced

**graze - animals eat grass in a field

Personification (making something not human have human characteristics) - “crying heart graze” is an example of personification.

How does the poet and her father “talk around the news”? (The key word is “around.”) They “talk around the news” by...

The father speaks two languages - English and Arabic. His languages “can reach it (talk about the news). Why can’t the father talk about the news even if he is bilingual (two languages)?

The father can not speak about the news because...

The poet goes to the country (nature - find sheep, cows) to “plead with the air” and ask questions. What is the imagery? (the sense - hear, see, touch, smell - used by the poet).

The imagery is...

The last lines are questions. What is the tone of the last three lines? (Tone tells us what the poet thinks about the topic and / or the reader.)

The tone of the poem is... (happy / angry, clear / confused, calm / frustrated)



Sheep

cows

Second reading: Making Connections

Read the poem again. This time you will make connections.

<p>Text to Self</p> <p>Compare the poem to what you know from your life.</p>	<p>Do you know the meaning of your family name(s)? Does it matter if you know the meaning or origin (where it is from) of your family name(s)?</p> <p>I (do) (do not) know the meaning or origin of my family name(s).</p> <p>It (does) (does not) matter because...</p> <p>The poet has questions about her name and heritage. Her father helps her understand. Are you embarrassed by your name(s) or heritage Why or why not?</p> <p>I (am) (am not) embarrassed by my (names) because...</p> <p>I (am) (am not) embarrassed by my heritage because...</p>
<p>Text to Text</p> <p>Compare the poem to what you have read in other texts.</p>	<p>How do authors ask if they are “true” to their identity or heritage?</p> <p>Other authors ask if they are “true” to their identity or heritage by...</p>

	<p>How do authors use alliteration and imagery to help us “hear” or “see” a poem? An author may use alliteration and imagery to help us “hear” or “see a poem by...</p>
<p>Text to World</p> <p>Compare the poem to other ideas related to family names, heritage, and/or family stories.</p>	<p>The ideas in the poem are (similar) (different) from what I know about how people feel about their family names, heritage and/or family stories because..</p> <p>The poem reminds me of</p>

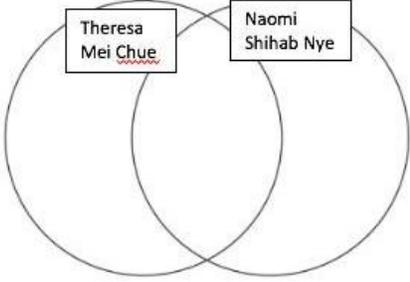
Third reading: Read the poem again and complete the 3-column journal. You will select or pick a quote from 3 stanzas that helps you understand the article. This is an example:

Stanza #	Quote	I understand this to mean... (paraphrase - use your own words)
<p>EXAMPLE</p> <p>Stanza 2</p>	<p>“True Arabs believed watermelon could heal fifty ways.”</p>	<p>I understand this to mean the poet is learning about her heritage. She wants to know what is true. She quotes her father about the many uses of watermelon. Watermelon is common. It is to eat and to heal or make things better.</p>
<p>Stanza #</p>	<p>Quote</p>	<p>I understand this to mean... (paraphrase - use your own words)</p>



Tic-Tac-Toe Choice Board: Texts - Memoirs (1) Names / Nombres and (2) Hello, My Name is...

Directions: Choose activities from the choice board below. You should complete two activities from each **row**.

<p style="text-align: center;">Activity 3</p> <p>Word Study: Select 3 terms from the poems. (dizzy, embarrassed, embarrassing, reverberate, reverberating, resonate, civilized, civil, gazed)</p> <p>(1) Write an original definition or draw a picture for the term. (2) Write an original sentence with the term (3) How did reading the memoirs help you understand the term?</p>	<p style="text-align: center;">Activity 2</p> <p>Write 3 - 4 questions you have about your family name(s) and culture or heritage. (If you can speak with a family member, you may write in your first language and English.)</p> <p>The questions I have about my family names(s) and culture or heritage are...</p> <p>1 - 2 - 3 - 4 -</p> <p>I asked _____ (family member) and he/she/they told me.....</p>	<p style="text-align: center;">Activity 1</p> <p>Write a paragraph that answers the question: Is it important to be true about our family and culture? Include two examples from the poems.</p> <p>It (is) (is not) important to be true to our family and culture because...</p> <p>One example from the poem <i>Blood</i> is...</p> <p>One example from the poem <i>Names</i> is...</p>	<p>R o w</p> <p>1</p>								
<p style="text-align: center;">Activity 6</p> <p>Both poets Theresa Mei Chue and Naomi Shihab Nye use words with strong imagery (words that help us hear and see the poem). Pick one strong image from both poems. How does the image help you see or hear the author's ideas in the poem.</p> <table border="1" data-bbox="103 1381 535 1684"> <thead> <tr> <th data-bbox="103 1381 318 1503">Image / Poem</th> <th data-bbox="318 1381 535 1503">The image helps me see or hear...</th> </tr> </thead> <tbody> <tr> <td data-bbox="103 1503 318 1562"></td> <td data-bbox="318 1503 535 1562"></td> </tr> <tr> <td data-bbox="103 1562 318 1621"></td> <td data-bbox="318 1562 535 1621"></td> </tr> <tr> <td data-bbox="103 1621 318 1684"></td> <td data-bbox="318 1621 535 1684"></td> </tr> </tbody> </table>	Image / Poem	The image helps me see or hear...							<p style="text-align: center;">Activity 5</p> <p>A poem can have different meanings to different readers. Using the 3-column journal, pick a quote from <i>Names</i> and a quote from <i>Blood</i>. Then, write why the quote helps you understand the meaning of the poem.</p> <p>Quote from Names:</p> <p>This helps me understand the meaning of the poem because...</p> <p>Quote from Blood...</p> <p>This helps me understand the message of the poem because..</p>	<p style="text-align: center;">Activity 4</p> <p>Use a Venn Diagram to compare (similar) and contrast (different) how Theresa Mei Chue and Naomi Shihab Nye felt about his name(s) and family.. How are they similar? How are they different?</p> <p style="text-align: center;">Different Similar Different</p> 	<p>R o w</p> <p>2</p>
Image / Poem	The image helps me see or hear...										



Essential Questions: How are names connected to identity and heritage? How do we show respect for a name?

Focus: (1) You will read 3 quotes about names. You will agree / disagree with the quotes. (2) You may write an original sentence about names in your first language and / or in English.

Quote	I agree / disagree with the quote because...
<p>(1) "I'm not my name. My name is something I wear, like a shirt. It gets worn. I outgrow it, I change it."</p> <p>— Jerry Spinelli is an author. His famous books are <i>Maniac Magee</i>, <i>Stargirl</i> and <i>Wringer</i>.</p>	<p>I (agree) (disagree) with the quote because...</p>
<p>(2) "Call him Voldemort, Harry. Always use the proper name for things. Fear of a name increases fear of the thing itself."</p> <p>— J.K. Rowling is an author. She wrote the Harry Potter books. The quote is from, <i>Harry Potter and the Sorcerer's Stone</i></p>	<p>I (agree) (disagree) with the quote because...</p>
<p>(3) "Names have power."</p> <p>— Rick Riordan is an author of books for young people. He has published more than 20 books. The quote is from <i>The Lightning Thief</i>.</p>	<p>I (agree) (disagree) with the quote because...</p>

You have read information (data / charts), an essay, memoirs and poems about names, identity, culture and heritage. Now, write a sentence about names, identity, culture of heritage. **You may write the sentence in your first language and/or English.**

My sentence	The sentence means..

--	--

Answer the essential questions:

How are names connected to identity and heritage?	Names are connected to identity and heritage by...
How do we show respect for a name?	We show respect for a name by...

Online Resources for Students:

Dictionary with pronunciation: <http://www.learnersdictionary.com/>

World news for students

Link: <https://www.newsinlevels.com>

Video lessons and activities for learning English

Link: <http://www.usalearns.org>

Online activities for students learning English

Link: bit.ly/CamEnglishActivities

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Link: <https://powerlibrary.org> When you access this link from home you will need to log in with the barcode number on your library card. If you do not have a library card, click on the link that reads: Apply for an e-card now. You will need to enter your email and zip code. You will receive a login to Powerlibrary.